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ABSTRACT

The Reach-Out Program served as an enriched guidance service for potential dropouts. It sought, by closer contact with the home, to improve pupil attitude, attendance, punctuality, and reading competence and to make pupils and parents aware of those services available in school and community that would facilitate learning and maturity. The program began at High School A in Manhattan in 1968. It was added to High Schools C and B, Brooklyn, in 1969 and 1970, respectively. The prime school service utilized in all three schools to improve reading was tutoring. At School B and School C the Reach-Out Program located, placed, and encouraged candidates for the Homework-Helper Program. Parents received information from the school by phone, letters, and parent program assistant visitation in an effort to improve the educational climate at home. At periodic teas and meetings parents were given information on school regulations, attendance requirements, and diploma requirements. Programs were adjusted to coincide with pupil interests, abilities, and financial needs. Circulars were distributed throughout the high schools to acquaint faculty members with Reach-Out. Anyone in the school could make referrals to the coordinators. The coordinators also observed attendance records and grade results to locate pupils having trouble. (Author/JM)

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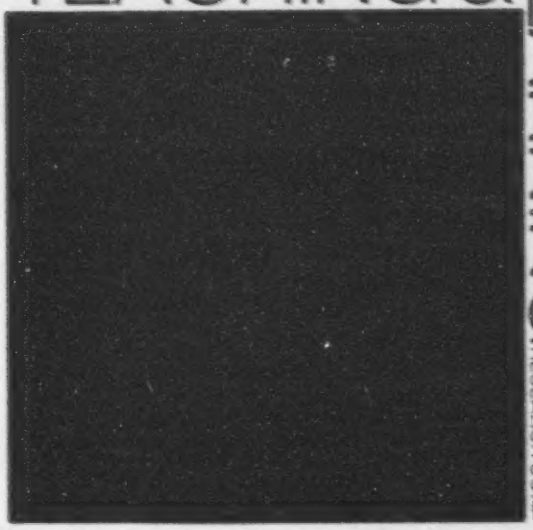

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PROJECT REACH-OUT

1972-1973

Board of Education of the City of New York

FINAL REPORT

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FINAL REPORT

PROJECT REACH-OUT

An evaluation of a New York City school district educational project funded by the New York State Urban Education Program enacted at the 1970 legislative session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." (Education Law 3602, subdivision 11 as amended.) Performed under contract with the Board of Educa- with the City of New York for the 1972-73 school year.

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Chapter I

DESCRIPTION OF THE PROGRAM

The High School Reach-Out Program began at High School A (main Building and Annex), Manhattan, in 1968. As a result of its success and requests by High School A's principal the program was recycled every year afterwards from 1969 - 1973. In 1969, the Reach-Out Program was added to High School C, Brooklyn. In 1970, the Reach-Out Program was added to High School B, Brooklyn. The purpose of the program as stated in the approved evaluation design was "to build an effective link between the home and the school to alleviate problems of youngsters who are having difficulty adjusting to school. The program is primarily guidance in orientation but provides a remedial reading component through the services of another program (Homework Helper) funded in the same school."

The Reach-Out Program thus served as an enriched guidance service for potential dropouts that sought, by closer contact with the home to improve pupil attitude, attendance, punctuality and reading competence and to make pupils and parents aware of those services available in school and community that would facilitate learning and maturity.

The prime school service utilized in all three schools to improve reading was tutoring. At School B and School C the Reach-Out Program locates, places, and encourages candidates for the Home-Helper Program. Indeed, at School B the Reach-Out Coordinator also serves as the Homework Helper Coordinator.

Parents received information from the school by phone, letters and parent program assistant visitation in an effort to improve the educational climate at home. At periodic teas and meetings parents were given information on school regulations, attendance requirements, and diploma requirements. Programs were adjusted to coincide with pupil interests, abilities, and financial needs. Circulars were distributed throughout the high schools to acquaint faculty members with Reach-Out. Anyone in the school could make referrals to the coordinators: principals, deans, teachers, parents, or self-referrals. The coordinators, however, were not passive. By observing attendance records and grade results they were able to "reach-out" not only into the homes but into schools to assist pupils having trouble.

Reach-Out does not have a definite population that comes in September 1 and leaves June 30. Many of the pupils they help are, in a sense, "transient problems"--an elevator pass for a sickly pupil, gym shorts to eliminate gym truancy of some poor pupil.

Reach-Out does not service hard core truants: it was felt that these children were in the care of the attendance officer. Yet cooperation with attendance officers is apparent. Reach-Out does not service drug addicts. The schools had drug counselors. The drug problem is reported by coordinators as declining, though pupils still cynically call School B the Drug Store. Alcoholism seems to be replacing drug abuse. The problems most frequently referred include:

a) poor achievement
b) sudden attendance drop
c) financial problems
d) home difficulties

A crucial part of the program is the home visitation. These are made individually by School C's Parent Program Assistants and in pairs--for safety--by School B PPAs. The increased safety precautions at School B did not prevent one mugging of a PPA. Episodes with Five Percenters, irate parents, and seriously disturbed individuals can be matched with sincere appreciation and thankfulness. There are 19 PPAs. The modal PPA is Black or Spanish as are most of the pupils served by Reach-Out. The PPA makes 3 to 5 visits per day and spends at least one day per week in school. As one coordinator remarked, "You can not bring a child to tutoring without the contact with the home." Most PPA's are pursuing further education themselves.

The ethnic populations of the three schools vary. School A is primarily "Afro-American" (60%) with a substantial Puerto Rican and Spanish minority (33%). Haitians, Orientals comprise many of the others. School B's population is primarily Spanish (59%) with a substantial Black (37%) minority. Many of the others are Italian, sometimes recent immigrants. 30% of School C's school population is bussed in so the Reach-Out population is not the same as the school population. For this reason, the school's reported ethnic make-up is irrelevant. PPA's must travel considerable distances to visit homes. Nonetheless non-Blacks and non-Spanish pupils are serviced in large numbers. Family names indicate that many pupils are Jewish, Irish and Italian. A large Oriental minority is also serviced. This ethnic information should be borne in mind especially in evaluating reading changes. Test scores for non-English speaking pupils often are the result of random responses. When possible to identify, such fictitious scores were eliminated from the data.

One major change in the School A program seriously affects the results and hence the evaluation. School A is on a double session and therefore finds it difficult to use the Homework Helper tutors. Lunch periods are not available. Though pupils are encouraged to come back to school two hours after dismissal such encouragement is basically ineffectual. In the past they had been provided with their own tutors. Requests were made for tutors to be funded through Reach-Out rather than through Homework

Helpers. The argument was advanced that whereas one of the coordinators and many family assistants were not at full salary, the differential between actual and highest possible salaries could be used to hire tutors. Money to hire some tutors was made available and they were hired in midyear. At the annex, these tutors began working in February. Other tutorial help was finally approved in a letter delivered May 7. This letter authorized the hiring of tutors for the September 1972 - June 1973 school year. It obviously was too late. The State Education Department Consultant told the School A coordinators to use the Parent Program Assistants as tutors and not to send them on any more home visitations as improved reading and tutorial services were the goal of the state and home visitation projects were being phased out. This situation must be kept in mind when evaluating the data. Combining Homework Helpers and Reach-Out proved wise for School B and School C, but basically unworkable at School A.

Chapter II

PROGRAM OBJECTIVES AND EVALUATION DESIGN

This program combined tutorial assistance and school-home liaison to achieve the following effects on the pupils served:*

"1.1 FOR THOSE STUDENTS WHO ARE 2 OR MORE YEARS BEHIND THERE WILL BE APPROXIMATELY ONE YEAR INCREMENT IN READING. . . . Subject students receiving tutorial help will attend Homework Helper classes. . . . Since the Homework Helper program evaluation includes administration of the Metropolitan Test, the evaluator for Reach-Out should be provided the scores from the general testing for Homework Helper. . . . Pretesting (will occur) either immediately upon entry into the program or by reference to the last previous score available on record cards (if within a reasonable time period) and post-testing at end of tutorial program.

1.2 FOR THOSE STUDENTS . . . WHO ARE LESS THAN TWO YEARS BEHIND IN READING . . . THERE WILL BE APPROXIMATELY . . . 6 MONTHS . . . INCREMENT IN READING.

2. ATTENDANCE WILL BE IMPROVED BY AT LEAST 30%. A pre-post comparison of attendance will be made for each student participant. The attendance prior to participation in services will be determined from school records . . . Attendance records during the term while the student is in Reach-Out . . . if possible, will also be secured . . . . To implement this process a special attendance form should be developed for project students, and entries kept not only by the official class teacher, but by subject teachers as well. Where school record systems permit, comparison should be made on more than the mere official class record . . . . Ogives of attendance for pre-service and service . . . periods will be developed . . . . The comparative attendance rate of each youngster will be developed to determine differences in pre and post status. The results will be tabulated in a frequency distribution of percentages of change. Gather pre-test data in fall; secure service attendance data while student is in program.

3. LATENESS TO CLASS WILL BE REDUCED BY AT LEAST 30%.

4. PARENTAL RAPPORT WITH THE SCHOOL WILL INCREASE. THIS INCREASE WILL OCCUR IN 90% OF THE CASES TO THE EXTENT THAT MEASURES AND RECORDS WILL INDICATE . . . .

Suitable rapport will consist of at least two visits to the school by the parent, or two visits by the PPA with productive results as indicated in positive pupil change of behavior . . . . Only live interface activity with productive results . . . will be considered rapport for this objective.

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* The objectives are quoted verbatim from P.A. Bolger, Evaluation Design for Project Reach-Out; B/E #17-36462, Bureau of Educational Research, Board of Education of the City of New York, August 1972, pp. 2-8.

Nevertheless, such activities as letters and phone calls should be summarized in the overall evaluation . . . . Records (of PPA visits) will be presented to the evaluator who will verify them by selecting 10 to 20% sample for follow-up . . . . The evaluator will send a questionnaire to the parents at the end of the year requesting among other aspects parent indication of services received.

5. PARENTS WILL BE GIVEN INFORMATION PERTINENT TO THEIR HELPING YOUNGSTERS FUNCTION IN SCHOOL TO THE EXTENT THAT THE PARENT OR GUARDIAN OF EACH STUDENT PARTICIPANT WILL BE SERVICED . . . .

Summary information concerning . . . the effectiveness of this material as indicated by pupil interviews, parent questionnaires and questionnaires to the PPA's will be reported . . . . The evaluator will interview 10-20% of project students . . . .

6. THE SCHOOL WILL BE PROVIDED WITH INFORMATION PERTINENT TO THE CHILD'S BEHAVIOR SO THAT PROGRAM MAY BE ADJUSTED OR SESSIONS ALTERED OR REFERRALS MADE FOR EVERY CHILD IN THE PROGRAM . . . .

Summary information concerning the methods used to provide the information to the school, the amount of such information provided by type, and the follow-up activity as indicated in records will be reported . . . General information from PPA and parent questionnaires should be reported . . . . The evaluator should provide a quality judgment with recommendations of the overall process . . . .

7. AN APPROPRIATE REFERRAL WILL BE MADE FOR EACH YOUNGSTER WITH EMOTIONAL OR BEHAVIORAL PROBLEMS . . . .

Certify that each child, so reported, has an appropriate referral by interviewing or sending a questionnaire to the referral agent . . . .

8. PROVIDE A DISCREPANCY EVALUATION REPORT CONCERNING PROJECT IMPLEMENTATION."

Chapter III

Extent of Program Implementation

A. READING

The Reach-Out Program worked in close cooperation with Homework Helper at both School B and School C. Indeed, at School B the same person served as coordinator for both programs. At School A cooperation between the two programs was seriously limited because of the split session. Pupils would not eat lunch at school so the very useful lunch period contact between tutor and tutee was impossible. Moreover, most pupils were either in class or had been dismissed several hours earlier than the time Homework Helper was scheduled. As we have mentioned in the Introduction, at the instruction of the state education department consultant, PPA's were used for tutorial purposes. By midyear tutors were hired. But hiring the full contingent of tutors was not authorized until too late in the year to be of use. In effect, the pupils were tutored, but at one school, School A, Homework Helper could not be effectively used.

The reading objectives read:

1.1 For those students who are two or more years behind there will be approximately one year increment in reading.

1.2 For those students who are . . . less than two years behind in reading there will be approximately . . . 6 months . . . increment in reading.

As the results reported in Table I and Table II both objectives were successfully met.

It should be noted that the subjects for this objective were not all Reach-Out pupils, but all Reach-Out "students recommended for tutorial services in the Homework Helper program." Brandeis subjects, of course, are primarily those tutored by PPA's and Reach-Out tutors though some minimal use of Homework Helper was possible.

The evaluation schedule mandates "pre-testing either immediately upon entry into the program or by reference to the last previous score available on record cards (if within a reasonable time period) and posttesting at end of tutorial period." Testing records for pupils were hard to locate for several reasons. First, poor readers will absent themselves from school if they know that testing will be administered. Second, reading records from previous schools are often not available. If the pupil comes from Puerto Rico this is obvious. Third, records were not always available, especially for discharges or pupils in annex buildings. Many test scores were unusable because the pre-test data were from before November 1971.

Table I

PROJECTED POST SCORES AND ACTUAL POST SCORES ON STANDARDIZED READING TESTS OF 286 REACH OUT PUPILS INITIALLY 2 OR MORE YEARS BEHIND IN READING CLASSIFIED AS TO SCHOOL

	N	Projected Post Score $\bar{X}$	Projected Post Score SD	Actual Post Score $\bar{X}$	Actual Post Score SD	% Achieving Goal	t	P
School A	96	6.79	1.68	6.89	2.03	52	.711	NS
School B	40	6.06	1.71	6.65	1.40	50	3.39	<.001
School C	94	6.93	1.49	7.48	1.76	64	4.12	<.001
Total	230	6.72	1.63	7.08	1.84	57	4.31	<.001

Table II

PROJECTED POST SCORES AND ACTUAL POST SCORES ON STANDARDIZED READING TESTS OF 73 REACH OUT PUPILS INITIALLY LESS THAN 2 YEARS BEHIND IN READING CLASSIFIED AS TO SCHOOL

	N	Projected Post Score $\bar{X}$	Projected Post Score SD	Actual Post Score $\bar{X}$	Actual Post Score SD	% Achieving Goal	t	P
School A	24	10.39	1.18	10.13	1.37	33	-1.17	NS
School B	2	10.00	0.28	10.05	0.07	50	0.33	NS
School C	47	9.50	3.23	10.17	1.48	66	12.10	<.001
Total	73	9.80	2.70	10.15	1.42	55	3.61	<.001

In calculating the projected post score the following interpretation of "approximately one year increment" was used: for every school month between pre and posttesting one month progress on reading test scores was expected. Thus, if the pretest was given in April 1972 and the post in April 1973 one year progress was expected even if the pupil did not enter tutoring until October 1972. 5 months between pre and posttesting would require 5 months increment; 15 school months between pre and posttesting would require 15 months increment, etc.

In calculating the projected post score the following interpretation of "approximately 6 months increment" was used: for every school month between pre and posttesting 6/10 month progress on reading test scores was expected. Thus, if the pretest was given in April 1972 and the post-test in April 1973 6 months progress was expected even if the pupil did not enter tutoring until October 1972. 5 months between pre and posttesting would require 3 months increment; 15 school months between pre and posttesting would require 9 months increment, etc.

This method of calculating the desired projected scores was necessitated by the fact that pupils do not enter and leave Reach-Out at any set date, nor were exam scores uniformly administered at a certain pre and post date.

One caution must be used in reading the t column. Since the goal of the program was to "approximately" reach the projected post score any t score in excess of a -1.65 (minus 1.65) would mean that the program was successful. As a matter of fact, the program exceeded the goal. Instead of 1.0 year progress in reading, pupils 2 or more years behind averaged 1.3 years progress per year. Instead of .6 years progress in reading, pupils less than 2 years behind averaged 1.0 years progress per year.

As Tables I and II show there were more pupils 2 years or more behind (230) than less than 2 years behind (73). 80% of the pupils recorded were in the more severely handicapped group. Only School C had a substantial group (33%) who were only mildly handicapped in reading skills. Each of the 3 schools reached the projected goal for pupils 2 or more years behind. 57% -- 151 of 230 individual pupils 2 or more years behind--achieved the program goal and sufficient numbers of the remaining pupils were close enough to the goal to enable the actual post score to exceed the projected post score 7.1 to 6.8. 55%--40 of 73 individual pupils less than 2 years--achieved the program goal and sufficient numbers of the remaining pupils were close enough to the goal to enable the actual post score to exceed the projected post score 10.2 to 9.8. It is not surprising that the ranking of the schools on post scores reflect the ethnic make-up of the schools. The ranking in reading varies inversely to the percentage of Spanish origin pupils serviced. In one sample of 84 School B students 70 were foreign born.

The test administered was the Metropolitan Advanced Form but 44 additional pre-test scores (30 at School A, 14 at School B) other than the

Metropolitan, usually the Nelson A or Nelson B, are available. 29 post-test scores (16 at School A, 13 at School B), are available from tests other than the Metropolitan. Usually these were Nelson A or Nelson B. In 4 cases, pre-test Scores were available from the States Minimum Competence Exam and the record read "Below minimum competency." Post test scores for these 4 pupils averaged 5.2. A total of 60 pairs of scores had to be discarded because one or both scores were not the Metropolitan Advanced scores. It is interesting to note that the average improvement on these scores was also in excess of 1.0 years.

B. Attendance

Objective 2 reads "Attendance will be improved by at least 30%.

As previous evaluation reports have pointed out, "hard core truants were not accepted," it was felt that these children were in the care of the attendance officer."* Of 721 pupils for whom attendance data was available only 51 were absent 80 or more times a year. Of these 32 were recorded from School C (versus only 13 from School A and 6 from School B), where the attendance officer was almost always seen by the evaluator in the Reach-Out coordinator's office. Since the average attendance is in excess of 70% it is obvious that "improved by at least 30%" cannot mean that pupils will come in more than 100% of the time. Since approximately 50% will improve (and 50% will worsen) attendance if chance factors alone operate, "improved by at least 30%" was not interpreted as "30% of pupils will improve attendance" (although it might well be argued that the typical potential drop-out does indeed have worse attendance). As in other state evaluation reports improved attendance will be interpreted as "absences will be cut by 30%." It should be noted that school records at these schools list absences rather than attendance.

Table III lists the 1971 - 72 absences and the Reach-Out year absences for 721 pupils. 90 Reach-Out pupils at School A had record cards in the Reach-Out office that lacked sufficient pre-Reach-Out data. 48 had incomple permanent records, 25 had no permanent records, 16 had various other recordin flaws. 253 Reach-Out pupils at School B had record cards in the Reach-Out office that lacked sufficient pre-Reach-Out data, 60 were discharges, 58 foreign born, 47 had not permanent records and 49 had incomplete permanent records and 8 had various other recording flaws.

It should be noted that all 4 coordinators protested the unreasonableness of attendance record keeping. As described in the design, pupils come into Reach-Out at various times. The middle of March is at least as valid a beginning date as the beginning of September. As a myriad of services are provided including arranging for the pupils' employment with night-school,

*See evaluation report for 1971 - 72, page 4.

Table III

NUMBER AND PERCENT OF REDUCTION OF ABSENCES FOR 721 REACH OUT PUPILS CATEGORIZED AS TO SCHOOL

	N	Previous Year's Absences		Reach-Out Year's Absences		% of Reduction	t	P
		$\bar{X}$	SD	$\bar{X}$	SD			
School A	259	27.13	26.83	37.10	30.94	-37	-5.21	<.001
School B	225	26.91	25.48	25.17	22.49	7	1.22	NS
School C	237	37.59	30.59	21.45	26.05	43	6.93	<.001
Total	721	30.50	28.13	28.23	27.74	7	1.84	<.05

providing temporary tutoring etc., it is just as legitimate for a pupil to leave Reach-Out at the beginning of November as at the end of June. In short, the requirement that "attendance records during the term while the student is in Reach-Out . . . will be . . . secured" is impossible for the simple reason that there is no "term while the student is in Reach-Out." It would have been advisable for the coordinators, however, to list the entrance date into Reach-Out for each pupil, but this had not been done at School A before the evaluator was hired in late January 1973. The School A records did show such information as "11/2 arranged for tutoring." The research design required "to implement this process (of comparing pre and post attendance) a special attendance form should be developed for project students, and entries kept not only by the official class teacher, but by subject teachers as well." As each school serviced 400 or more pupils, as each pupil had 5 or so teachers, as Reach-Out pupils are scattered throughout the school and no Union permission had been received to require double bookkeeping by the teaching staff, the coordinators did not literally keep such a form. What they had instead was a card for each pupil with his attendance, by months, reading scores, grades, and listings of PPA home visits. Sometimes the pupils' personal problems were listed on the card, but when this was so, the coordinators were not always willing to disregard the Board of Education's demand that these records be kept private. Some cards were not shown to the evaluator though attendance, reading and quantitative data were made available that checked with the main office records.

From these records all scores were converted into a per year basis. Thus if the pupil were in Reach-Out for 3 months his absences were multiplied by 10/3.

The lack of a precisely recorded date of entrance probably adversely affected the Brandeis results. The School A coordinators saw their job as "Reaching-Out to get the student who's starting to flunk or become truant."

Since coordinators brought pupils into the program because of their worsening attendance records and since they did not list the precise date the pupil entered the program, negative pre-program data possibly contaminates some of the "Reach-Out Year" scores. The significantly worse attendance of School A pupils probably has another reason; research shows that home visitations do affect attendance. School A PPA's as has been mentioned were used for tutoring. They were instructed by the State Education Department Consultant not to continue home visits. In effect the discrepancy between School A's attendance and that of the other schools may be a function of using Reach-Out as the program was designed or eliminating the home visits. Other interpretations are possible. School C has the highest general school attendance percentage of the three schools. It is reasonable to assume that the influence of middle class peers might improve attendance.

It might be noted that previous years showed somewhat similar results. The 1971-72 report shows School A's Reach-Out attendance declining from 88.2% to 87.6%, 50% of School B's 65 reported cases improving in attendance and School C's attendance improving by 35%.

As Table III shows, in 1972 - 73 School A absences increased by 37% (versus a 5 percent increase in 1971 - 72), School B's attendance slightly improved (7%) and School C's absences were cut by 43%. As a whole, Reach-Out students showed great variance in attendance (S.D. = 27.74). Absences were cut slightly (7%) from 30.50 per year to 28.23 per year.

Figure 1 shows an ogive of attendance and Table IV shows frequency distribution of percentages of change. It should be noted that the frequency is not normally distributed. Change seems to have been bi-modal. Though 203 pupils cut their absences by half or better, 161 doubled their absences. This might have been an artifact of using "percentage of change" as directed by the research design so that minor changes of pupils with less that 5 absences are exaggerated. Therefore Table V was computed to show a frequency distribution of total days change.

When computed in this fasion the data approximated the normal distribution model. Of the 721 pupils 420 made little change (from 15 fewer to 15 more attendances), 78 got worse (16 to 35 fewer attendances), 86 got better (16 to 35 more attendances), 61 got much worse (absences increased by 36 or more), 84 got much better (absences decreased by 36 or more).

Project Reach-Out as executed did not cut absences by 30%. It cut absences by a statistically significant ($p. < .05$) 7%.

Table IV

FREQUENCY DISTRIBUTION OF 721 REACH OUT PUPILS CLASSIFIED AS TO SCHOOL COMPARING REACH OUT YEAR PERCENTAGE OF PRE REACH OUT YEAR ABSENCES

	0% - 25%	26% - 50%	51% - 75%	76% - 100%	101% - 125%	126% - 150%	151% - 175%	176% - 200%	201%+	Totals
School A	17	26	25	27	26	26	12	14	86	259
School B	21	25	27	32	29	19	14	10	48	225
School C	62	52	28	30	16	4	6	12	27	237
Total	100	103	80	89	71	49	32	36	161	721

Table V

FREQUENCY DISTRIBUTION OF 721 REACH OUT PUPILS CLASSIFIED AS TO SCHOOL COMPARING REACH OUT YEAR AND PRE REACH OUT YEAR ABSENCES

	-36 or worse	-35 to -25	-25 to -15	-15 to - 6	-5 to 5	6 to 15	16 to 25	26 to 35	36 or better	Totals
School A	43	16	26	46	66	31	10	8	13	259
School B	10	8	18	48	77	33	17	3	11	225
School C	8	2	10	21	49	39	28	20	60	237
Total	61	26	54	115	192	103	55	31	84	721

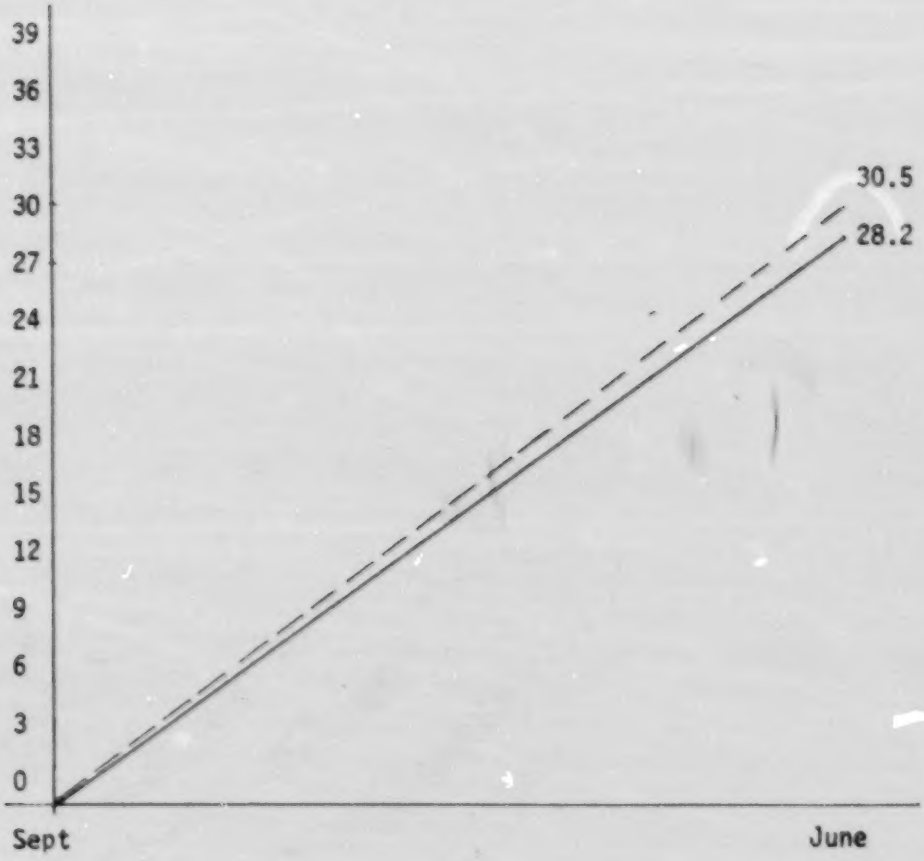

Figure 1 - Ogives of Absences for Pre Service and Reach-Out Year for 721 Reach-Out Pupils

_____Reach-Out Year ------Pre Service Year

C. Lateness

Objective 3 states "Lateness to class will be reduced by at least 30%."

Table VI lists the 1971 - 72 and Reach-Out year (1972 - 73) latenesses for 710 pupils. 343 record cards lacked some pre-Reach-Out data for reasons detailed in the section on attendance results (IIIB). Problems of bookkeeping for lateness were identical to those for attendance. Reach-Out coordinators at each school did not make a special form for each of his 400 plus pupils' five or so teachers but they did have a card for each pupil that listed lateness by months. Since pupils did not necessarily enter Reach-Out in September all scores were converted into a per year basis. Thus, if the pupil were in Reach-Out for 3 months his latenesses were multiplied by 10/3.

Table VI

NUMBER AND PERCENT OF REDUCTION OF LATENESS FOR 710 REACH OUT PUPILS CATEGORIZED AS TO SCHOOL

	N	Previous Year's Lateness		Reach Out Year's Lateness		% of Reduction	t	P
		$\bar{X}$	SD	$\bar{X}$	SD			
School A	261	30.85	40.19	28.42	25.81	-2	-9.98	<.001
School B	225	13.96	16.52	4.58	7.50	82	9.81	<.001
School C	224	6.16	0.13	6.29	0.15	8	0.90	NS
Total	710	17.71	28.22	13.88	19.70	22	3.68	<.001

Lateness seems to be a function of attendance. If a pupil is absent he will not be late. If he comes to class, there's a chance he will be late. This, at least, is how it seemed to work at School C. Though absences decreased 43%, lateness actually increased 2%. It should be noted that lateness was not a serious problem with School C Reach-Out Pupils. The mean for lateness at School C was 6.2 in the pre-Reach-Out year, 6.3 in the Reach-Out year. Only 2 of 224 School C Reach-Out pupils had been late 20 times or more in the pre-Reach-Out year.

At both School A and School B lateness was a serious problem. One School A PPA was assigned by the coordinator to telephone pupils since waking up in time was a serious problem for pupils who work at night. Oversleeping was especially serious when the school day started and ended early for split schedule pupils.

A comparison of School A and School B might be justified. Unlike School C, both had a serious pre Reach-Out year lateness problem. School B used its PPA's in the way the original contract specified, visiting homes. School A was instructed to use its PPA's for tutoring. Though they serviced the pupil with other counseling services (see section IIIE) including the previously mentioned wake-up service, they did not visit homes. School B's lateness was cut 82% from a mean of 16.5 to only 4.6. School A's pupils improved 8% from a mean of 30.9 to 28.4. Lack of random assignment prevents us from viewing this as an experiment but we might be justified in wondering if the discrepancy between these two schools is a function of the discrepancy between the two programs.

Unfortunately improvement in lateness at School A is not discussed in either the 1970 - 71 or 1971 - 72 report. The 1971 - 72 report for School B mentions a "75% improvement in punctuality (for) . . . over 65 students (who) . . . attended a minimum of 10 tutoring sessions."* It must be accepted as a reasonable (though not proven) interpretation of the data, that Reach-Out as originally designed (using PPA's for home-school contact) does indeed dramatically decrease lateness. As executed, this year Reach-Out failed to achieve its required goal. Lateness was to decrease 30%; it did decrease 22% for 710 pupils for whom data were complete. State funding agencies should take into consideration the possibility that tutoring affects reading, but home visitation seems to affect attendance and punctuality.

Figure 2 shows an ogive of lateness and Table VII shows frequency distribution of percentages of change. It should be noted that the frequency is not normally distributed. Changes seem to have been bi-modal. Though 317 pupils cut their latenesses by half or better, 169 doubled their lateness. This might have been an artifact of using "percentage of change" as directed by the research design so that minor changes of pupils with less than 5 latenesses are exaggerated. Therefore Table VIII was computed to show a frequency distribution of total days. When the data were treated in this fashion the data approximate a leptikurtic normal distribution model. Of the 721 pupils 540 made little change (from 15 fewer to 15 more latenesses), 42 got worse (16 to 35 more latenesses), 49 got better (16 to 35 fewer latenesses), 31 got much worse (lateness increased by 36 or more), 48 got much better (latenesses decreased by 36 or more).

*N. Sirota, Final Evaluation Report: High School Reach-Out Program, 1971-72. Function #17-05462. February. Page 12.

Table VII

FREQUENCY DISTRIBUTION OF 710 REACH OUT PUPILS CLASSIFIED AS TO SCHOOL COMPARING REACH OUT YEAR PERCENTAGE OF PRE REACH OUT YEAR LATENESSES

	0% - 25%	26% - 50%	51% - 75%	76% - 100%	101% - 125%	126% - 150%	151% - 175%	176% - 200%	201%+	Totals
School A	43	29	25	33	19	16	5	5	86	225
School B	130	35	15	14	1	5	1	4	20	261
School C	42	38	16	29	12	11	4	9	63	224
Total	215	102	56	76	32	32	10	18	169	710

Table VIII

FREQUENCY DISTRIBUTION OF 710 REACH OUT PUPILS CLASSIFIED AS TO SCHOOL COMPARING REACH OUT YEAR PERCENTAGE OF PRE REACH OUT YEAR LATENESSES

	-36% or more	-26% - -35%	-25% - -16%	-15% - - 6%	-5% - 5%	6% - 15%	16% - 25%	26% - 35%	36%+	Totals
School A	27	11	17	2	86	38	17	6	34	261
School B	3	3	5	36	108	31	11	14	14	225
School C	1	1	5	33	145	38	1	0	0	224
Total	31	15	27	94	339	107	29	20	48	710

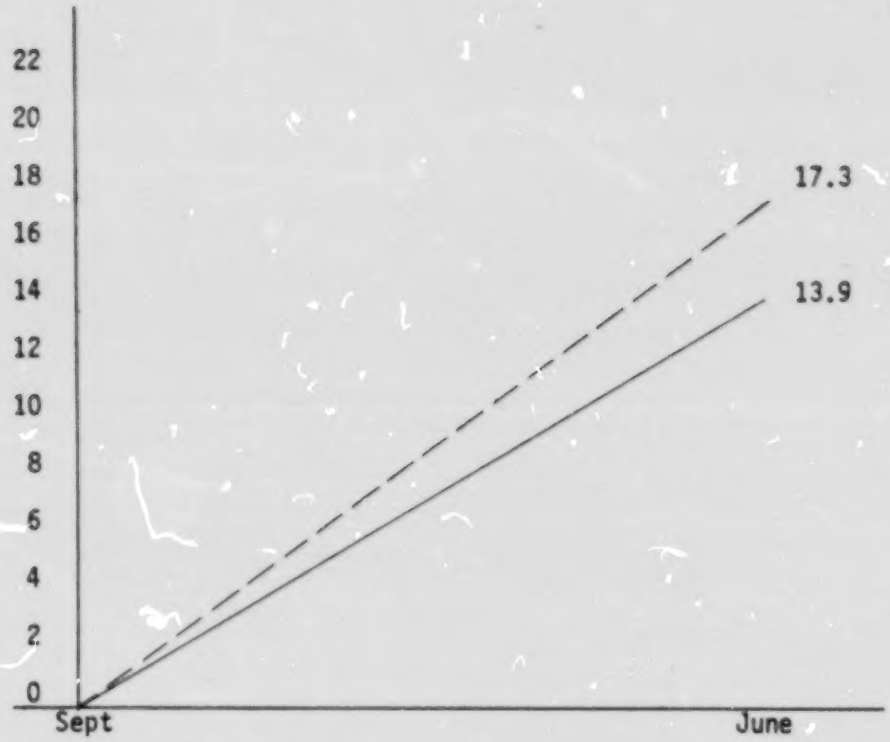

Figure 2 - Ogives of Tardiness for Pre Service and Reach-Out Year for 710 Pupils

_____Reach-Out ------Pre Service Year

Project Reach-Out as executed did not cut absences by 30%. It cut absences by a statistically significant ($p < .0001$) 22%.

D. Rapport by Visitation

Objective 4 stated "Parental rapport with the school will increase. This increase will occur in 90% of the cases to the extent that measures will indicate . . . . Suitable rapport will consist of at least two visits to the school by the parent or two visits by the PPA to the parent with productive results as indicated in positive pupil change . . . . A record of Parent Program Assistant activities will be kept . . . with the number of such activities recorded and certified by the director. These records will be presented to the evaluator who will verify them by selecting a 10 to 20% sample for the follow-up."

Home visitation is a central part of the program. Family assistants at School C usually visited homes singly, the family assistant generally being of the same ethnic group as the parent visited. Most visits at School C were to parents of children who were bussed in. Episodes of visits to "Five percenters" and other militants were reported. It might be added, parenthetically, that militant parents tended to be cooperative with PPA's. Perhaps, the dashiki-clad PPA demonstrated the school's concern. The coordinators and family assistants had to use their imagination to elicit the parents cooperation. In extreme cases they handed out an "official-looking notice" summoning the parents. This gimmick, though legally worth nothing more than any other note to the parent, exacted parental cooperation from many who otherwise believed that they were not responsible for their child's behavior. That such devices worked can be attested to by the "hard data" -- 43% improved attendance, 1.5 (rather than 1.0) years improvement in reading.

School B used one of its allotted PPA slots to hire a teacher to supervise tutoring. The 4 PPA's were all female, 3 of them Spanish. The PPA's would visit the homes in pairs for safety and emphasis. Nevertheless, one family assistant was mugged on the way to school.

The PPA's made 3 to 5 home visits per day. They spent at least one day per week in school working for the records or with the pupils. As the referral agents and coordinators testify, "You cannot tutor the kids unless they show, and the family assistants get them to show, not only to class but to tutorial sessions."

Table IX lists the number of children visited zero, once, or two or more times. The number of parents who visited the school was minimal, generally in emergency cases or at the special parent tea. These visits were not listed. Coordinators stressed that parental visits were rare. Note that School B records reported in the table list 229 pupils visited. These data were collected in early June. In mid June the coordinator reported that as of June 11, 546 visits had been made to 317 pupils.

Table IX

DISTRIBUTION OF PARENT PROGRAM ASSISTANT AND FAMILY ASSISTANT HOME VISITS DURING REACH OUT YEAR CLASSIFIED AS TO SCHOOL

	N	Zero Visits	One Visit	Two or More Visits	% of 2 or More Visits
School A	279	250	27	2	1
School B	439	204	115	124	28
School C	229	14	86	129	56
Total	937	468	228	255	28

Similarly, in mid-June the School C coordinator reported 565 visits to 427 pupils. The discrepancy in part can be attributed to May-June visits recorded later, in part (especially at School C) to the limited number of records made available to evaluators when those records contained personal information. The total number of home visits reported by coordinators was 1,140.

There was a 17% increase in visitations by School B over 1971-72 (from 466* in 1971-72 to 546 in 1972-73). There was approximately a 13% increased in visitations by School C over 1971-72 (from "approximately 500"** in 1971-72 to 565 in 1972-73). The change in School A's program almost eliminated home visitations (from "approximately 72 visits a month"*** in 1971-72 to 31 visits in 1972-73). Because of the change in School A's program total Reach-Out home visitations declined 33% from approximately 1686 in 1971-72 to a reported 1,140 in 1972-73. The 28% total of visits is significantly different from the 90% total of visits required in the objective(X^2 = 760. 431).

The coordinators of School B and School C acknowledge that considerably less than 90% of the homes were visited twice (or had a combination of PPA home visits and parent visits to school that totaled two). They argued that they deal with all kinds of pupils. Some pupils can be handled in school, many required one home visit, many require two home visits, some require more. The evaluator feels that a total goal of visits per school may have made a more reasonable objective. As it stands, objective 4 was not met for any school.

In order to "verify" the coordinators' records 200 letters were sent to a sampling of parents from each of the three schools and annex. This

*Ibid., p. 14.
**Ibid., p. 16.
***Ibid., p. 7.

was far more than the 10 to 20% sample required by the research design, but it was felt that such a huge sampling was necessary to obtain sufficient responses. The letter and questionnaire was sent out in English, Spanish, and French. Spanish and French speaking homes also received English questionnaires. 17 questionnaires were returned; 13 English, 4 in Spanish. As 17 was as dramatically too little as 200 was too large, phone calls were made (N = 88). Thus attempts were made to contact 37% of the visited parents. In only 7 phone calls was a parent contacted, Thus only 3% of thc visited parents were actually contacted. The total number of parent responses is therefore limited to 24.

One of the phoned parents said they had never heard of Reach-Out and had not been visited. One of the letters was returned with a note "you must have the wrong person because we don't know anything about this." In such a small sample it is possible that addressing errors might have occured or that a parent forgot a visit or that some other parent or guardian was visited than the one responding. The parents of pupils with reading, attendance, and emotional problems often themselves have similar problems. It therefore seems quite possible that all pupils reported as visited were indeed visited, though 8% of a small sampling of those parents knew nothing about the visits.

E. Other Reach-Out Services and Questionnaires

In addition to improving reading, attendance, and punctuality and establishing rapport between school and home (one might compare these three schools favorably with some similarly situated trouble-racked high schools in Manhattan and Brooklyn), Reach-Out was to provide various services for pupils. These services were to be evaluated by questionnaires and interviews of parents, pupils, PPA's and Family Assistants and by referral agents.

Objective 5 states "parents will be given information pertinent to their helping youngsters function in school to the extent that the parent or guardian of each student participant will be serviced."

Objective 6 states "the school will be provided with information pertinent to the child's behavior so that (the) program may be adjusted or sessions altered or referrals made for every child in the program."

Objective 7 states, "an appropriate referral will be made for each youngster with emotional and behavioral problems."

These services were to be verified by samples of letters to parents listings on pupil record cards, and questionnaires to parents, pupils, referral agents, and family assistants.

Samples of letters sent to parents are found in the Appendix. Listings on pupil record cards were not uniformly kept. One school might list pupils referred to school doctor, another school might not. Reported data are

Table X

REFERRALS AND SERVICES TO PUPILS AND PARENTS OTHER THAN TUTORING, HOME VISITS, AND STANDARD MAILING

Service or Referral	Number Serviced
Families Given Clothing or Furniture	20
Families Referred to Welfare or Social Security	35
Families Referred to Alcoholics Anonymous	2
Pupils Referred to Drug Counselor	20
Pupils Referred to Work-Study Programs	25
Pupils Referred to Mini-School	20
Pupils Referred to Youth Corps	43
Pupils Referred to Youth Corps for Summer Employment	50
Pupils Referred to Manpower	14
Pupils Referred to New York State Job Counselor	80
Pupils Referred to Operation Call-Up	50
Pupils Referred to School Psychologist	20
Pupils Referred to Counselors and Grade Advisors	95
Pupils Referred to School Doctor	10
Pupils Referred to Health Clinics	40
Pupils Referred to Bureau of Attendance	125
Request for Free Lunch	35
Request for Health Excuse from Gym	6
Request for Health Elevator Pass	10
Request for Transportation Card	25
Request for Gym Clothing	15
Program Changes or Adjustment	245

listed in Table X. School A made few referrals to counselors because it found that pupils had better rapport with Reach-Out coordinators and paraprofessionals. The vast majority of program adjustments were made at School A; it is possible that their split session necessitated more adjustments. Job placement at School C was facilitated by the fact that the coordinator also served after school as a Job Corps official. 152 referrals were made at School C for some kind of job placement. One pupil at School B showed enough promise after home visits and tutoring that he was referred to College Bound. As has been mentioned one paraprofessional at School A was assigned to wake up students who worked evenings who were unable to get up for 7:45 A.M. classes. School A lists referrals to the College Adaptor Program. The Operation Call-Up referred to in Table X is a phoning service at School B. Parents who cannot be contacted by home visits in the morning or afternoon are phoned between 6 and 8 in the evening.

Although both School B and School C listed drug referrals, School A situated a mile south of Harlem, did not. The coordinator commented that alcoholism and soft drugs have become a serious problem, but that the hard drug problem at School A seems to have peaked.

As has been noted in chapter IIID, only 24 of 288 attempted contacts with parents were successful. Parents were asked to check whether the Family Assistants had "been helpful in bringing you closer to the school through telephone contacts, tutoring, or helping child." They were to check as many activities as applied. 41% found PPA phone calls helpful, 33% found PPA tutoring helpful, 33% reported that the PPA helped their child. Help specified included: "they help to bring grades up," "She has been talking to my child," "child showed more interest," "advising that child was not performing," "By telling me about him," and one protesting, "No help at all." 72% of those responding sensed an improvement in child's attendance, 88% sensed an improvement in punctuality, 75% an improvement in studies, 80% an improvement in solving problems about self.

74% reported receiving any material (such as notices, letters) from school and 77% reported that these materials were of some benefit. One School A mother wrote effectively, (despite errors) "They help me to try to get my daughter to talk about what every is on her mine So I can help her or get some help for her. She has to much time on her hand. Also now I think if she had a part time job It might help." Another mother reports, "I love the home visit you learn so much."

Table XI reports the responses of 216 pupils to the Project Reach-Out Survey For Students. Pupil responses do not quite match the hard data. That is, pupils responding sensed a greater improvement in attendance and punctuality than the records show. This may be a function of the lack of proper entrance date data. More probably, it is a function of response mortality and response set. Those pupils who handed in or mailed in their response may have been more positively oriented. Moreover, there is a tendency of subjects to respond positively. this might even be so with pupils having problems with school, especially if the school takes some interest. 88% of those responding report contact between parents and family assistants.

Table XI

RESPONSES OF 216 PUPILS TO THE PROJECT REACH OUT SURVEY FOR STUDENTS, JUNE 1973

	N	I Like It	So-So	I Don't Like It
How do you feel about the Reach Out Program?	211	160 (76%)	42 (20%)	9 (4%)

Do you believe the Family Assistant was helpful with your problems?

Attendance	Punctuality	Class-Cutting	Homework	Passing Subjects
131 (63%)	69 (33%)	62 (41%)	86 (30%)	133 (64%)

Have you shown any change in school over last year?

	N	Got Better	Stayed the Same	Got Worse
Attitude to School	216	126 (58%)	64 (30%)	26 (12%)
Attendance	202	110 (54%)	65 (32%)	27 (13%)
Coming on Time	130	76 (58%)	44 (34%)	10 (8%)

How was tutoring?	N	Helped a Lot	Helped a Little	Waste of Time
	205	134 (65%)	63 (31%)	8 (4%)

Were your parents or guardians reached by a Family Assistant?	N	Yes	No
	210	185(88%)	25 (12%)

One should observe the similarity between attitude towards school, attendance and punctuality. If response set does not explain it, there is a high correlation between reported attitude and reported attendance. Of 208 pupils filling out the whole questionnaire the following number and percentages checked that family assistants were helpful with school problems. 22 or 11% checked no areas, 38 or 18% checked one, 61 or 29% checked two, 52 or 25% checked three, 15 or 7% checked four, and 20 or 10% checked that family assistants were helpful with all school problems listed--attendance, punctuality, utting, homework and passing subjects. The mean number of problems checked was 2.29 and the standard deviation 1.39. Pupils responding felt family assistants most helpful in improving attendance and achievement.

The responses of 21 referral agents were unanimously enthusiastic. Reach-Out in School B had taken an entire English class much to the delight of the instructor ("liaison between the home and school very positive"). The chairman of School B's English department writes, "This program was especially valuable for foreign born students." Though paraprofessionals engaged in counseling, counselors saw Reach-Out as part of the counseling team. "They followed through and in several cases were able to influence students to return to school," writes one School A counselor. In a personal interview with the evaluator, a School C assistant principal in charge of counseling termed the program "indispensable." She was angered that such a successful program was not being refunded and confided that in 1973-74 the school would try to keep the program going somehow by use of its own personnel. Attendance coordinators reported referring pupils to Reach-Out and having Reach-Out follow-up truants after visting homes. School A's School Psychologist reports that Reach-Out referred 10 pupils to him for counseling and evaluation. He referred 4 pupils to Reach-Out and commented, "Reach-Out provided contact; person on hand five days a week." A School B Dean of Boys gives a testimonial to Reach-Out that echoes the project objectives, "As a result of the home contacts boys who were disinterested and were cutting came in the afternoon and received special tutoring which they needed and appreciated."

Family Assistant sense of purpose was high. Perhaps that is why they not only sold education to others, but were buying it themselves, by taking college level courses. When asked to check whether or not she made referrals to social welfare agencies, one PPA wrote instead, "We are the school social welfare agency." As individual case studies show, the claim has some truth. A selection from four case studies follows to facilitate some "quality judgment" to add to this report's "hard data."

"M. was disruptive . . . and was referred to us. We went over M's records and found that he failed some of his classes, so we assigned him to tutorial program . . . . His attendance suddenly got worse. I immediately made a home visit . . . . Clash with his grandmother (was settled) . . . . 3rd (marking period) was a disaster . . . . At the beginning of the new

term we referred M to . . . the school psychologist . . . . Not much came out of it. At this point, I began to make frequent visits to M's home. I spoke with him . . . about the possibility of . . . an athletic scholarship . . . . This idea gave M new life. M's . . . latest Uniforms . . . . 100 in World History, 87 in Biology, 90 in geometry."

"J. was referred to us by a student . . . . He . . . asked if I could get him into the Correlated Curriculum program . . . . Too many absences (and) . . . messing around in class (had led to) . . . expulsion . . . . A home visit was made with the purpose of informing his parents of his attendance . . . . Another home visit was made (when J. failed 5 of 6 classes) to inform J.'s mother how important it was that J. do his homework . . . . J. would come in 3 or 4 days a week at which time I'd help him with homework . . . . The third marking period . . . he passed 5 of 6 subjects. As a result J. was accepted into the CC program and is doing well."

"C . . . had severe behavior problems, poor attendance, and poor subject grades. The initial interview with C. was very productive and a home visit followed. I found the living conditions very crowded . . . . As a result of my referring the mother to the N.Y. Housing Authority the family moved into public housing . . . . In May 1972 C. gave birth to a son . . . . C. attended a continuation education school during her pregnancy . . . . Family social problems seemed to become more complex . . . . Referred C. to N.Y. Foundling Home . . . . C. moved into the home on January 1973 . . . . C. will be a June '73 graduate from Brandeis."

"Priceless was referred to Reach-Out for 'Wake-Up Services.' She is the parent of 7 year old twins . . . . Priceless won't leave them alone . . . , consequently, she is often late . . . . To alleviate this situation we helped her drop the first period . . . . She comes to Reach-Out after school every day to get help . . . . Having a test during Uniforms and determined to take it, she brought the twins into Reach-Out Office saying, 'There's no one to take care of them at home, so here we are . . . . I am going to class. Be back when the test is over.' She talks very loudly. We think she may have a hearing problem and (are) in the process of getting (her) an examination. . . . Priceless has a scholarship . . . for Post. I made a home visit . . . and Priceless begged me to stay to see the twins who would soon return from school. They were in a play and she wanted me to see their performance."

If the hard data measure product, these case studies describe, better than statistics, the process.

Questionnaires to PPA's showed that they all thought both pupils and parents were enthusiastic about the project. 2/3 felt the principal was enthusiastic, 1/3 more felt he at least was positive. All felt that pupils showed much or some improvement in attitude and attendance with some improvement in promptness. They referred to school doctors, social workers, drug counselors, and mental health sources infrequently and to school psychologists,

guidance counselors frequently. Frequent changes were made to meet the course needs and job needs of the pupils.

PPA's feel that the advantages of Reach-Out are that 1) pupils and parents have easy rapport the Family Assistants; 2) Reach-out is available to all pupils (with problems?) in a centralized office; 3) communication with the teaching staff is excellent, through bulletins, notices, posters throughout the school; 4) Reach-Out provides more information to homes. They list as needed improvements: 1) more space; 2) a lower pupil-PPA ratio.

Chapter IV

CONCLUSIONS

Objective 8 states that the evaluation report should "provide a Discrepancy Evaluation report concerning project implementation."

As the report of results made clear there were two main discrepancies between objective and achievements. First, home visits at Brandeis were drastically curtailed. Second, record keeping did not follow the guide-lines lines laid down in the evaluation design.

As a result of School A's split session they were unable to properly use Homework Helper tutors and were not provided sufficient tutors as they had been in past years. Some tutors were provided in mid year. Others, in effect, not at all. For to mail authorizations that should have been received in September more than 7 months late (postmark May 7), is to effectively eliminate their hiring. As the state is stressing tutorial over guidance services, PPA's were told to tutor, not to visit. There seems to have been only considerable differences between reading improvement at School A with 546 visits plus Homework Helper tutors and Brandeis with 31 visits using PPA to supplement a decimated tutorial staff. Moreover, attendance and punctuality seem to have suffered. No rigorous scientific proof is available, because random assignment was not made to the schools. In addition the schools have different ethnic make-up and last year's attendance figures at School A, though considerably better than this year's, also failed to show a 30% cut in absences. The state might take notice that school-home contacts by paraprofessionals quite probably affects reading and attendance. Though the research design did not call for any achievement data other than improvement in reading scores, comparison between this year's failures and last year's failures seems to indicate that removing home visits may negatively affect achievement. Last year's responses are not easily interpretable. The report* reads that for a random sampling of 100 pupils who had failed 2 or more subjects "80% had upgraded their academic achievement by 10% by comparing the first and third marking periods." Since many teachers mark lower the first marking who have at least failed two subjects, it cannot be said for certain if these results mean that Reach-Out pupils did better in Reach-Out than before. It should be noted that comparing first and third marking period grades can be justified. Pupils were selected for Reach-Out in mid-semester as a result of first marking period grades. But perhaps final marks should be compared with pre-Reach-Out Year marks to show that the pupils had returned to their previous levels.

*Ibid., page 5

A comparison of 207 School A Reach-Out pupils from 1972 to 1973 showed a mean failure rate of 1.12 (S.D. = 1.29) actually increasing ($t = 4.36$, $p < .01$) to a mean failure rate of 1.56 (S.D. = 1.44). If we assume that when PPA's were used for home visitations failures decreased (which we admit is not necessarily a valid assumption) it may be argued that eliminating home visits had a negative effect not only upon attendance but quite possibly upon achievement as well. Tutoring is unquestionably important, but rapport with the homes of non-achievers may be indispensable if tutoring is to work.

Some of the evaluation design demands for records were exceedingly difficult. A special form for each classroom teacher was not made because it would not have been kept. But the records that were kept were often incomplete. In hundreds of cases, of course, pre-scores and pre-attendance were not available. but records for all pupils should have been available to the evaluator. It is understandable that pupil privacy was preserved. It must be. But the discrepancy between the coordinators' visit count and the record visit count would seem to indicate a need for two sets of records. In defense of the coordinators, it must be remarked that they were generous of their limited time and amazingly cooperative--amazing, because a new evaluator came in at mid-year when they were already informed that the project was dead. The same warmth that had led to rapport with drop-outs and their parents was extended to a drop-in evaluator and his clerks.

It is my belief that Reach-Out works and in large measure the data show this. If it is revived, there should be a realization of the uniqueness of each institution, and the evaluator should serve the entire year. It is my recommendation that Project Reach-Out should be refunded.

APPENDIX A

OPEN SCHOOL NIGHT

UNA CARTA DEL PROGRAMA REACH OUT DE LOST AYUDANTES DEL TAREA

ESTIMADOS PADRES:

BIENVENIDOS A _____ NOS ALEGRAMOS DE QUE USTEDES PUDIERON VENIR A VER LO QUE HACIN SUS HIJOS EN LAS CLASES. IS SU HIJO NO ESTA HACIENDO BIEN EL TRABJO ESCULAR, EL PUEDO OBTENER MAS AYUDA CON LAS ASIGNATURAS DESPUMS DE LAS JORAS DE CLASE. TENEMOS ESTUDIANTES QUE AMUDAN A SUS HIJOS CON LAS TAREA EN EL STUDY HALL, EL MATES, EL MERCOLES, EL LUNAS, Y EL JUVES DE LAS TAREA) HASTA LAS 2:30 HASTA LAS 4:30. SE LE SIERVIN TAMBIEN HERIENDAS. ESTAMOS INTER FRECUENCIA A LAS ESCUELA.

TENEMOS CUTROS ASSISTENTES DE FAMILIAS UL HAD Y VISITAS A LOS ENTEVISTAN A LO, PADRES, Y TRATAN DE AYUDARLOS CON LOS PROBLEMAS QUE E LOS TENGAN ELLOA TJENEN CONTACTO CON LAS VARTAS AGENCIAS QUE SIRVEN A LA COMMUMODAD U PUEDEN REFERIR A LAS FAMILIAS, Y HASTA EN CIERTO CASOS ACOMPANARLAS A LAS AGENCIAS PARA RESOLVERLE LOS PROBLEMAS QUE TENGAN TALES COMO SOCIAL, FINANZIAN, Y HOUSING.

VENCAN USTEDES VER A LA SENORA PEMELTTE UN DE SALON S-I (UN EL SALON DEL STUDY HALL) PARA INGRESAR A SU HIJO EN PROGRAMA EXCELLENTE O PARA OBTAINER HAS INFORMACION.

HAGAIN USTEDES EL FAVOR DE VANIR A VERNOS PARA DISCUTIR OTRO PROBLEMA QUE TENGAN.

SINCERAMENTE

SUPERVISORA DEL PROGRAMA REACH OUT

APPENDIX A (continued)

NOV. 9 & 16

OPEN SCHOOL WEEK

Copied From a Mimeographed Letter

A LETTER FROM THE REACH OUT - HOMEWORK HELPERS PROGRAM

DEAR PARENTS,

WELCOME TO BUSHWICK HIGH SCHOOL. WE ARE SO HAPPY THAT YOU COULD COME UP TO SCHOOL TO SEE HOW YOUR CHILD IS DOING IN HIS CLASSES.

IF YOUR CHILD NEEDS EXTRA HELP IN ENGLISH, READING OR ARITHMETIC, HE CAN GET HELP IN OUR AFTER SCHOOL TUTORING PROGRAM. THE TUTORING TAKES PLACE IN THE STUDY HALL ON MONDAY, TUESDAY, WEDNESDAY AND THURSDAY FROM 2:30 TO 4:30. SNACKS ARE SERVED ALSO.

WE ARE ESPECIALLY INTERESTED IN HELPING STUDENTS WHO ARE FREQUENTLY ABSENT FROM SCHOOL. THERE ARE 4 FAMILY ASSISTANTS WHO CAN VISIT THE HOME AND HELP WITH OTHER PROBLEMS--MEDICAL, FINANCIAL, PERSONAL, ETC.

SEE _____ IN ROOM S-I (IN THE STUDY HALL AREA) TO ENROLL CHILD IN THE REACH OUT-HOMEWORK HELPERS PROGRAM, OR TO GET MORE INFORMATION. PLEASE COME DOWN TO SEE ME TO DISCUSS ANY OTHER PROBLEMS YOU MAY HAVE. WE WOULD LIKE TO HELP YOUR CHILD IN ANY WAY WE CAN.

CORDIALLY YOURS,

REACH OUT-HOMEWORK HELPERS COORD.

Copied From a Mimeographed Letter

A LETTER FROM tHE REACH OUT - HOMEWORK HELPERS PROGRAM

DEAR PARENTS,

WELCOME TO _____ HIGH SCHOOL. WE ARE SO HAPPY THAT YOU COULD COME UP TO SCHOOL TO SEE HOW YOUR CHILD IS DOING IN HIS CLASSES.

IF YOUR CHILD IS DOING POORLY IN HIS SCHOOL WORK, HE CAN GET EXTRA HELP WITH HIS HOMEWORK AFTER SCHOOL. THE TUTORING TAKES PLACE IN THE STUDY HALL ON MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY, FROM 2:30 TO 4:30. SNACKS ARE ALSO SERVED.

SEE _____ IN ROOM S-I IN THE STUDY HALL AREA TO ENROLL YOUR CHILD IN THE HOMEWORK HELPERS PROGRAM, OR TO GET MORE INFORMATION.

PLEASE COME DOWN TO SEE US TO DISCUSS ANY OTHER PROBLEMS YOU MAY HAVE.

WE WOULD ALSO LIKE TO OFFER YOU SOME REFERSHMENTS.

CORDIALLY YOURS,

REACH OUT-HOMEWORK HELPERS COORD.

APPENDIX A (continued)

Copied From a Mimeographed Letter

REACH OUT PROGRAM

Apreciados Padres,

El programa "Reach Out" es un programa que se introdujo en la Escuela Superior _____ dos anos atrios con el fin de ayudos al estudiante atrosado en sus estudios o que tiene problemeas tanto como de salud, en el hogar o personales. Despuis que los estudiantes son propianente entrevistados por mi, utilizando los recursos de adentro u fuera de la escuela, los refiero a los agencios perinentes.

Tengo a mi cargo cuatro asistentes, _____ _____ quines hacen los visitos a los cases y a varios agencios de la commidad. Para que se den un a idea de los servicios que biemos ofrecido en al pasado, he aqui la siquiente lista:

1. Entrevistamos y refarimos estudiantes al programa de tutores, quesfunciona de Lunes a Jueves de 2:30 a 4:30 de la tarde.
2. Tratomos de consequile trabojo a los estudiantes.
3. Visitamos los cases de los estudiantes que estan ausentes de sus clases. Los ausencia cronicas son reportadas al Buro de Ausencias del distribo.
4. Referimos estudiantes enfermos a clevicas.
5. Procuramos transportacion a estudiantes invalidos.
6. Ayudomos a estudiantes que no desean continuar en la escual a refiriendolas a otros instituciones, talkes como la escula despues de clases, ect., ect.
7. Trabajamos con los consejeras para cooregir errores ea el programa del estudiante.
8. Aryudamos a consequir ayudafinanciera cuando se nececite.
9. Informamos a los padres de los reglamentos de la escuela. Si desea mos informacion, favor de comunicarse con la _____, telefono _____ o escribame a esta direccion: _____ High School.

Atentomente,

Le 9 et 16 novembre 1972

La semaine des visites aux ecoles.

Une lettre de bienvenue de la part
du program d'aide scolaire

Cher parent,

Bienvenu a _____ High School. Nous sommes heueux de voir que vous etes venus vous informer sur le progres de votre enfant dans ses diverses classes.

Si votre enfant a besoin d'aide scolaire supplementaire en Anglais, on mathematiques ou en lecture il pourrait l'obtenir de notre programme d'aide scolaire apres les classes. Nous fournissons ce service au "Study Hall", lundi a jeudi entre 2:30 et 4:30. Nous offrons des rafraichissments aux eleves.

Nous attachons un interet particulier aux eleves qui ne viennent pas regulierement a l'ecole. Nous sommes assistes par 4 personnes qui etablient une liasison entre le foyer et l'ecole. Elles peuvent vous aider avec les problemes financieres, medicaux et personnels.

Allez voir _____ au bureau S-I (pres du Study Hall) pour enregister votre enfant dans le programme "Reach-Out-Homework Helpers" ou pour obtenir plus d'information. Venez nous voir por discuter les problemes que vous avez. Nous aimerion aider votre enfant au plus possible.

Cordialement,

Directrice du programme
"Reach-Out - Homework Helpers"

_____
_____
_____
_____

_____

Dear _____,

According to the attendance records, your son/daughter _____ has not picked up his program card for the new semester which began February 1st.

If your child has not been able to attend due to medical or other personal reasons, please let us know so we can enter this information on the attendance record.

_____ has a special "Reach-Out" program designed to help students who have been absent, catch up with the work they have missed. Under this program, we are able to offer your child free tutorial classes as well as counseling referral where indicated.

It is most important that you contact me upon receipt of this letter in order to best plan for your child's future. I can be reached at _____ between the hours of 9:00 AM - 2:00 PM. Please feel free to avail yourself of our services. We are eager to help.

Thank you for your cooperation.

Very truly yours,

Coordinator, Reach-Out

_____
_____
_____
_____

_____

Dear _____,

According to the attendance records, your son/daughter_____ has been excessively absent and has not been doing passing work.

_____ has a special "Reach-Out" program designed to help students who have been absent, catch up with the work they have missed. Under this program, we are able to offer your child free tutorial classes as well as counseling referral where indicated.

If your child has been absent for an extended period, this is a good time to prepare for next term's classes. We can also assist in the area of employment and other special problems that your child may have. Our office is located in the Cafeteria -- Room #7.

Our family assistant, _____, will be happy to arrange for an appointment with _____ to discuss the program with you. Please feel free to avail yourself of our services. We are eager to help.

Thank you for your cooperation.

Very truly yours,

Coordinator, Reach-Out

TEACHING & LEARNING

APPENDIX B

PROJECT REACH-OUT SURVEY FOR FAMILY ASSISTANTS

School Name _____

1. What changes were made to meet the needs of the students? (Check as many as apply)

	Yes	No	Don't Know	Doesn't Apply
Course adjustment	___	___	_____	_____
Jobs	___	___	_____	_____
Health check up	___	___	_____	_____
Mental health referral	___	___	_____	_____

2. How would you characterize the pupils reactions to the project?

a) enthusiastic _____
b) positive but not enthusiastic _____
c) slightly positive _____
d) slightly negative _____
e) strongly negative _____

3. How do you think parents feel about this program?

a) enthusiastic _____
b) positive but not enthusiastic _____
c) slightly positive _____
d) slightly negative _____
e) strongly negative _____

4. How does your principal feel about having the program in his school?

a) enthusiastic _____
b) positive but not enthusiastic _____
c) slightly positive _____
d) slightly negative _____
e) strongly negative _____

5. About how many students have shown improvement over last year in their

	Many	Some	Few	None
attitude	____	____	___	____
attendance	____	____	___	____
promptness at school	____	____	___	____

6. Would additional family assistants bring the home and school closer together? Yes _____ No _____

PROJECT REACH-OUT SURVEY FOR FAMILY ASSISTANTS cont'd

7. Did you secure assistant from professional assigned to the projects, such as:

	Frequently	Infrequently	Never
a) School Doctor			
b) Psychologists and Psychiatrists			
c) Guidance Counselors			
d) School Social Workers			
e) Drug Counselor			
f) Others (Please Name)			

8. What modifications in order of priority would you suggest if this project were revised. Please state your reasons for the suggested modifications.

_____

_____

_____

_____

_____

TEACHING & LEARNING

APPENDIX C

June 13, 1973

Dear Student:

You were part of Project Reach-Out this year at Brandeis. We would like you to tell us what you got out of it so we can tell the Board of Education what you think. Please fill out the questions and mail them back to us.

Thank you.

Sincerely yours,

Norman Fredman
Project Evaluator

NF:mm
enc.

TEACHING & LEARNING

APPENDIX C

PROJECT REACH-OUT SURVEY FOR STUDENTS

Name of School _____

1. Sex: Male _____ Female _____

2. How do you feel about the Reach-Out Project? (Check One)

   a) I like it _____
   b) So-so _____
   c) I don't like it _____

3. Do you believe the family assistant was helpful with your school problems? (Check as many as apply to you)

   1) Attendance _____
   2) Punctuality _____
   3) Homework _____
   4) Class cutting _____
   5) Passing subjects _____

4. Have you shown any change in school over last year?

	Got Better	Stayed the Same	Got Worse
a) Attitude to School	_____	_____	_____
b) Attendance	_____	_____	_____
c) Coming on time	_____	_____	_____

5. How was tutoring? (Check One)

   Helped a lot _____ Helped a little _____ Waste of time _____

6. Were your parents or guardians reached by a family assistant?

   Yes _____ No _____

TEACHING & LEARNING

APPENDIX D

PROJECT REACH-OUT

SURVEY FOR REFERRAL AGENTS

School _____

Your Position or Function _____

Did you refer anyone to Project Reach-Out? Yes____ No____
About how many? _____
If yes, did Reach-Out help? Yes____ No____

Explain _____

_____

_____

Did Reach-Out refer any pupil to you? Yes____ No____
About how many? _____

For what purpose or purposes? _____

_____

_____

TEACHING & LEARNING

APPENDIX E

Queridos Padres,

Nos otros desea su ayuda. Usted y su nño fueron con-tactado por Reach-Out. Quisas los ayudantes han visitado su casa. Estamos preguntando si los ayudantes de Reach-Out. Eran udil y si usted desea que la programa sigue. Si usted quiere que la programa si que. Si usted quiere que la programa. Si que o quisas si podemos cambiarlo tara seroco mejor diganos. Por savor contesta los preguntas que encuentran encerradoy des velda en los sobres que encuentra alli.

TEACHING & LEARNING

APPENDIX E

PROJECT REACH-OUT

Si los ayadantes eran-u-til para traer usted mas cerca. A la escuela por (indica todos que aplique)

Ilamada por el telefono_____
Visiteis a la casa_____
Ayuda en las estudias de su nino_____
Ayuda tara su nino_____
Explica_____

_____

Sa su nino progresido en:

Sustestudias	si_____	no_____
Attendcia a su clase	si_____	no_____
Si iiega a su clase aputo	si_____	no_____
Los problemas persenal	si_____	no_____

Ha recidido noticial (como literiture illamdas por el telefono, cartos)
Desde la escuela? si_____ no_____

Eran util las noticias desde la escuela? si _____ no_____

APPENDIX E

June 11, 1973

Dear Parent:

The Board of Education has asked us to make this survey.

We are asking you to help us. You and your child were contacted by REACH-OUT. Family Assistants may have visited your home. We are asking you to tell us if this has been of help and if you want it to continue or to be changed. Please answer the attached questionnaire and mail it in the enclosed envelope.

Thank you.

Sincerely yours,

Dr Norman Fredman

Dr. Norman Fredman
Project Evaluator
REACH-OUT

NF:mm
enc.

APPENDIX E

June 11, 1973

Dear Parent,

We are asking you to help us. You and your child were contacted by Reach-Out. Family Assistants may have visited your home. We are asking you to tell us if this has been of help and if you want it to continue or to be changed. Please answer enclosed survey and mail it in the enclosed envelope.

Thank you

Dr. Norman Fredman
Evaluator

APPENDIX E

PROJECT REACH-OUT

Have the Family Assistants been helpful in bringing you closer to the school through:

(check as many as apply to you)
telephone contact_____
home visit_____
tutoring_____
helping child_____ How?_____

Has your child changed for the better

attendance	yes_____	no_____
punctuality	yes_____	no_____
studies	yes_____	no_____
problems of self	yes_____	no_____

Did you receive any material (such as notices, phone calls, letters from the school? yes_____ no_____

Were the materials from the school of any benefit?
yes_____ no_____

Reasons_____

_____

APPENDIX E

Chèr Parent,

Nous vous demandons de nous aider. Vous aviez été contacté, vous et votre enfant par Reach-Out. L'assistant familial a peut-être visité votre foyer. Nous vous demandons de nous dire si cela vous a été d'aucune aide et si vous aimeriez continuer ce programme on de la changer. Répondez s'il vous plait au questionnaire. Ci joint une enveloppe pour votre convenance.

Sincèrement,

Dr. Norman Fredman

APPENDIX E

PROJECT REACH-OUT

Est-ce que l'assistant familial vous a rapproché de l'école par ces moyens:

(Marquez le plus que possible)

Appel téléphonique_____
Visite à la maison_____
tuteur_____
aide à l'enfant_____ Comment?_____

_____

Votre enfant a t'il changé pour le mieux dans:

attendance: oui_____ non_____
punctualite: oui_____ non_____
etudes: oui_____ non_____
ses propres problèmes:oui_____ non_____

Avez-vous reçu des papiers tel que: avis, lettres, appel telephonique de l'école? oui_____ non_____. Est-ce que ces papiers de l'ecole vous ont été d'aucune aide? oui_____ non_____

Raisons:_____

_____